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593 The family is a very important entity among the Isneg, and their family life is comparatively intense. There is no question of man and wife associating only for the duties incident to the procreation of children. All members of the household keep rather close together until the young people are able to form a new family, and even in this case the latter usually remain with their elders for a considerable period of their married life. To establish a family, if possible with plenty of children around, is the ultimate goal of every Isneg boy and [671] girl. In principle the rights of the individual are subordinate to those of the family, while state paternalism cannot be thought of.

177 It is true that actually the Government often interferes with the native customs of the Isneg, and in many cases it could not very well 593 do otherwise, but the latter consider it as alien and regard its ways as entirely contrary to their traditions; they would most certainly like to get rid of it at the first opportunity. The Isneg submit of course, as the constabulary is supposed to be mostly wide awake, but they generally do so very reluctantly and often under protest; occasionally they even disobey, and sometimes not without reason, especially in cases of interference with their traditional family life.

177 Just to give a couple of examples. The local authorities force the parents to send their children to school; anybody who disregards this ● 871 rule is punished by being obliged to furnish free labor to the Gov- 582 ernment. Now the wisdom of this regulation cannot always reason- 593 ably be doubted, because, if no strict measures were taken, nobody would go to school. But even children of marriageable age very often fall under this rule, as Apayaw is sparsely populated and the officials are anxious to present decent reports to their superiors; and so Isneg parents who allow their children to marry, face a very disagreeable dilemma: they have either to continue to send to school, in this way breaking up the home as they understand it, or to disobey and be liable to be taken into custody by policemen. It should be noted here that the law of the land recognizes such marriages as valid, but local officials sometimes have little regard for them. By this [797] time, however, the Isneg have found a way out, namely by becoming Christians and contracting marriage before the priest. Such marriages are always duly recorded of course, and so the young people escape forced attendance at school, and the parents avoid trouble with the Government. After all it is the Church that helps the Isneg to keep to his original traditions about the essentials of marriage and home life.

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Isneg expressions referring to names and worthy of notice are the following:

kalōbaxán: a name that has the same ending as another one. *Magkalōbān*: to bear each a name with the same ending. For instance: *Balás, Kolás*; *Éba, Xawwá*; *Basán, Dawwán*; *Antóniyo, Ásiyo*, etc.

isáń and *ébāy*: familiar diminutive names for girls in general. Similar names are: in Ilōko, *iniń*; in Ibanag, *néne-* (probably from the Spanish *nene*, "baby, whether boy or girl").

Nicknames, as applied to one particular person, are used very sparingly among the Isneg. I know of only one case: a Lettuakan boy, called *Ásiyo* and baptized Pedro, is very generally called *Paláli* even by his own relatives. *Paláli* is the name of a tree, and also of its fruits, which are edible, but very sour.

The Isneg are not very good genealogists. It very often happens that a young man or an adult girl does not even know the name of one or more of their grandparents, especially if the latter died before their grandchild was born. When asked about such names, the Isneg who happens not to know them usually excuses his ignorance by saying: "*Akkáńko nasińán* (I did not see him or her)".

II. Education

It might be thought at first sight that the Isneg leads a very unhappy and miserable life, a life full of drudgery, a life devoid of all comforts and possessing only a minimum of pleasure. But when you come to consider him more intimately, to enter more deeply into the matter, it does not take long for you to be convinced of the contrary. Indeed, he has very few needs; it is comparatively easy, to quote Jerome K. Jerome in "Three Men in a Boat", for an Isneg "to have enough to eat and enough to wear, and a little more than enough to drink", and he has little work to do. Besides, look at the fine family life he is living: if he has a good diligent wife, and most Isneg women are like that, and plenty of children around, really his bliss exceeds all understanding, I mean the understanding of a Caucasian with his manifold cares and innumerable wants.

Again at first sight, it might seem that the children's education is reduced to the very minimum, or rather that the youngsters get no education at all, as everybody, not excepting the children, seems to shift for himself and to do as he pleases. One would be the more inclined to think so when comparing the Isneg with other primitive

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peoples, who have regular initiation ceremonies or puberty rites or both: in his case these are entirely absent, and so his offspring lacks a very important factor in the education of the young, as all formal instruction that usually accompanies such rites and ceremonies is entirely denied him. Nevertheless there is some kind of education given to Isneg youth, and this I am going to consider presently.

At the beginning it should be noted once for all that the Isneg is not used to divide his life into very definite periods. Possessing no puberty rites of any kind, he is ignorant of any violent transition between any two periods of his earthly existence, and so an Isneg child grows up into a young man (*bagbaxó*, plural *babbáxo*) or a young girl (*balbalásań*, plural *babbalásań*), marries at the first opportunity, is occasionally widowed (*bálo*, *búkud*) and perhaps remarries, and finally dies, whether comparatively young or after having reached a ripe old age (old man: *la-lakáy*, plural *lala-lákăy*; old woman: *ba-bakát*, plural *baba-bákat*). If one would insist on looking for a kind of classification, perhaps the best way would be to divide the life of an ordinary Isneg into three periods: the first one, from his birth till he has attained the age at which any decent boy begins to wear a G-string, a little before the age of reason; the second, from the time of that important change in his dress till his marriage; and the last one, from his first marriage till his death. Here I shall consider only the first two periods, and I shall treat them both simultaneously and indistinctively. That some details refer exclusively to one of these two periods will be clear without the necessity of saying so: an Isneg evidently does not teach one of his marriageable girls the name of the mosquito, nor does he point out to a boy three years old the penalties which he is likely to incur if he renders a girl pregnant and refuses to marry her.

Formal education as we understand it, whether in schools or otherwise, through appointed teachers, is totally unknown to the Isneg, except of course instruction in Government public schools, which all Isneg children are compelled to attend; but the generality of the people are not the least convinced of the benefits, and much less of the necessity, of the sort of education they get there, especially with reference to girls.

I shall try now to trace as faithfully and as clearly as possible the process of education as followed by the Isneg, or, if such an expression seems to be too definite, the way in which Isneg boys and girls get the education they need.

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4. Actual Moral Behavior

And now I come to the consideration of Isneg practice as compared with theory. I always promise to be brief, but I rarely live up to my promises; so I shall see what I can do about it now.

The Isneg are far less fanatical in matters religious than, for instance, the Kankanay. Their religious practices are also comparatively few and far between, and the women usually play the most important rôle. A person who disobeys (*saúran*) any injunction of the shaman is not considered as being a traitor; he is mostly left to his own devices, although his disobedience is not exactly lauded as an act of virtue. Nevertheless not only the old women, but also the old men are usually very punctual in complying with all directions of the shaman and in observing whatever their religious convictions impose upon them. I purposely say "old" men and women, as among the younger generation, this respect for the heathen practices of their tribe seems to be on the wane. The influence of the schools which are supposed to be neutral, is a decided factor in this matter. The teachers, being Christians, have no sympathy with what they call the superstitions and ridiculous practices of the Isneg. Although perhaps they keep these sentiments to themselves during school hours, the sparseness of the population in a district where schoolboys and schoolgirls very often live far from the schoolhouse, forces many of the latter to remain in the immediate neighborhood of the teacher's house for five consecutive days every week, which necessarily allows the influence of the Christian schoolmaster to be very far-reaching.

Besides, Christians are entering Apayaw in large numbers every year, some to stay, others as transient guests. Since the country is practically pacified, nothing keeps them back any more, and so they also exert an undermining influence on all matters that relate to Isneg religion as such. This immigration coupled with Isneg temporary emigration, tends to teach the people the futility and even the error of their beliefs. Indeed an Isneg who enters the Iloko or Kagayan country, and stays there for a certain time, cannot fail to bring back a spirit of indifference with reference to his native religion.

It may be the place here to say a few words anent the relations of the Isneg with the Catholic missionary. In general it must be said that all over the Mountain Province the priest has usually met with the sympathy of the natives. During the Philippine Revolution against Spain, when Spanish friars were taken into custody by the

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Not so long ago I opened two dormitories for High School students, one for boys and one for girls. These young people came here directly from their villages, for the most part without having received as yet any serious Christian instruction. Since that time I have been inclined more than once to stop the whole affair; at any rate I shall certainly never again accept them indiscriminately. If I had to watch them strictly only on one side, it would not be so bad; but when even some of the girls have to be kept under close surveillance, the situation becomes almost intolerable. The dormitories had barely been started, when I had to expel one boy and one girl: it was not simply a matter of the boy writing love letters, with the girl answering them; but he openly proposed in writing to sleep with her, and the girl consented, also in writing, and gave a date for their future meeting.

Recently one of the girls from the girls' dormitory told me that, at the time she was still studying in her home village, a few of her classmates had absolutely refused to study the prayers (to prepare for baptism), and this for the following reason: "If we were Christians we should not be allowed any more to sleep with the boys at night [using each other's arm for a pillow; not: performing coitus], and this we cannot endure". The last part of this sentence is here put down textually, just as I heard it.

Coeducation which obtains in the public schools helps not a little to take away the small restraint that native Isneg teaching may have produced, and the example of persons who should show them better ways is sometimes far from being an aid to our frail young people on the arduous path of purity and chastity.

Nevertheless children born out of wedlock are the exception. How can we explain this? There is no question of contraceptive measures or voluntary abortion as far as I know, so the reason has to be found elsewhere. This state of affairs may be explained either by the practice of solitary vice or by marriage subsequent on the pregnancy of the girl in every case. Now the latter explanation is in my opinion more often concordant with the actual facts than the former. The boys go to *mamabdy* (court the girls) early in life, and they may have had sex relations very often before the dreaded result occurred. Besides Isneg boys and girls marry very early, and they are allowed to sleep together as soon as they are engaged, so that it is an easy matter to arrange everything in such a way as not to cause the child to be considered as born out of wedlock. Public education as it is in